

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Discovery Charter School (DCS) recognized early on the tremendous impact the COVID – 19 virus has had on our school and our community. It has brought great stress, anxiety, and hardship to all without exception. Normal methods of instruction, communication, and support have all been disrupted, or changed in the following areas:

- Daily PBIS / SEL Plan / Character and social skills development
- Dual Immersion
- Nutrition
- RTI
- Fine Arts / STEAM / PE
- Special Education
- Enrichment opportunities

DCS has responded quickly and adapted to meet the ever-changing times.

Our DCS community has almost 100% access to the internet through their phones, if not through other devices at home or at work. We have updated and improved our website to have accurate ongoing messages from our superintendent and our principal about the latest information on the crisis, upcoming meetings, and school efforts. We also increased the frequency of messages to parents via our class dojo app, school messenger emails and texts as well as recorded messages either by phone or video. Meal service updates were an important part of how the Chula Vista Elementary School District (CVESD) responded to the school closure period, ensuring that all families, including Discovery’s, had access to nutrition throughout each week at specific locations throughout the District.

Discovery relied on and took advantage of important Federal, State, and County resources that were provided for our community through newsletters and the District web page. There is a “Community Services” page that was created that provided access to the 211 Food Pantry

Search, Community Through Hope, San Diego Food Bank, San Diego for Every Child, South Bay Community Services, and Cox Communications.

Through this crisis one thing has been made crystal clear to administration at Discovery Charter School: communication and over communication is vital to helping our families, our community and our staff feel a sense of optimism, confidence, and stability that together we will get through this and come out even better. We have increased our collaboration with our parents, our PTC, our classified staff, our certificated staff, our Board members, and our District support staff to ensure the smoothest transition possible for all stakeholders involved.



Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Discovery Charter School recognizes the tremendous benefit of stakeholder input. We hosted and facilitated multiple opportunities to solicit feedback from all stakeholders.

With our teachers: we began having weekly meetings since April 2020, either as a whole staff or in grade levels to address their needs and get their input on the distance learning model. We held two Instructional Leadership Team meetings in August to discuss our Distance Learning Plan. We held a staff meeting Aug. 26th, specifically to present the Learning Continuity Plan and gather feedback from our teachers. During the presentation of the LCP, we structured participation to take place in the chat feature of the virtual platform.

DAC/DELAC stakeholder input: Discovery Charter School, being under the umbrella of the Chula Vista Elementary School District, participates in the District DAC/DELAC meetings. Discovery Charter School held an ELAC meeting on August 19th. The LCP was presented, and input was received on the LCP. The LCP will be posted on the school website on Monday, September 7th as part of the agenda for the public hearing at the Board meeting on September 10th. Another meeting with our ELAC committee will be held on Sep. 16th to share the proposed plan before its approval at the following Board meeting on September 17th. During the presentation of the LCP, we structured participation to take place in the chat feature of the virtual platform.

School Site Council (SSC): An SSC meeting was also held on August 19th to present the LCP and gather input from the members. Another SSC meeting will be held on Sep. 16th to share the plan before its approval at the following Board meeting on September 17th.

Classified staff: Discovery hosted a meeting on Sept. 1st for our classified staff. During the presentation of the LCP, we structured participation to take place in the chat feature of the virtual platform. At this meeting the LCP was presented and then classified staff is giving their feedback in the form of an online survey to gather input on the LCP.

Parent surveys and meetings: Three separate surveys were created and distributed to gather input about instructional offerings, device and internet needs, and childcare needs through Microsoft Forms. Three separate parent meetings were held on Aug. 7th in the morning, 10th in the late afternoon, and 11th, the last held in Spanish for our Spanish only speaking parents, to gather input on our strategically designed Distance Learning Model for the Fall and on our Learning Continuity Plan. In this presentation we defined what distance learning means in the context of Discovery; we presented the Governor’s mandate and outlined a detailed schedule that included over 240 minutes of instruction daily for K – 8th grade students; we informed families on our new technology and connectivity structures designed to provide every family in need of a device, internet hotspot, or tech support; and finally we presented on our school’s social-emotional well-being, and mental health needs. Over 300 parents representing K – 8th grade, Dual Immersion, Special ED, English Learners, and Spanish speaking, participated. The agenda for the meetings included ample time for parents to go into virtual break-out rooms to discuss each plan and then share out to the whole group. They gave us vital feedback in terms of suggestions, comments, and questions. During the presentation of the LCP, we structured participation to take place in the chat feature of the virtual platform. All questions posed during the series of family meetings were captured by the facilitators and answered in the form of a written frequently asked questions (FAQ) document with the purpose of following the LCP process and guidelines as well as creating a common understanding of our schoolwide efforts during Distance Learning. The FAQ is published on Class Dojo, the school website, and sent to all our families via email using school messenger.

Student interviews: About 25 students were selected from each grade level K – 8th grades that represent the diversity of our students at our school, such as language abilities, income levels, ethnicities, gender, and academic levels to take part in grade level interviews. They responded to questions about what they liked about distance learning, what they did not like about distance learning, what they would like us to change about distance learning, and what they would like to see when they come back to school.

[A description of the options provided for remote participation in public meetings and public hearings.]

Discovery recognizes that the ability to gather input and conduct meetings in a face to face environment has been severely limited and restricted through the pandemic. For this reason, all meetings have been conducted either through Microsoft Teams or Zoom to ensure maximum participation. Learning Continuity Plan meetings with our stakeholders have all taken place virtually, including Board of Education meetings, and Spanish has been offered at our ELAC and parent meetings, ensuring the language support needs of the community are met.

Notification of public meetings and public hearings, including instructions on how to attend virtually, is shared with the community in the following ways:

- School messenger
- Class Dojo: Written and recorded messages
- School Website
- Bilingual Messaging

[A summary of the feedback provided by specific stakeholder groups.]

Discovery Charter Teachers expressed a need for a counselor and other means to support our students' social emotional well-being and mental health. Teachers would like to expand Discovery's existing Response to Intervention (RTI) support in English and Spanish to help mitigate learning loss. They also had concerns about childcare for essential workers. Teachers would like access to ongoing professional development to support distance learning. Teachers also articulated a need for supplemental supports including online programs, supplies and materials, including VAPA and PE materials, distributed to students. Teachers expressed concern as to how best meet the needs of GATE, dual immersion, English learners, homeless/foster youth, low income, and special education students.

Parents want teachers to have the support they need by classified staff working directly with students to mitigate learning loss (e.g. small group, RTI, 1:1). Parents expressed a need for childcare for essential workers, two-parent working families, and single parent families. They also desire a school counselor or SEL specialist to support social emotional health for students as well as teachers. Parents are concerned about the amount of screen time required for distance learning. They want opportunities for physical and mental health activities throughout the school day. Parents of special education students asked how services and supports of IEPs will be implemented to ensure compliance and continued growth toward meeting IEP goals. Parents of dual immersion students asked how their children will be supported at home if they are in an English only household. Parents would like more opportunities for communication from administration, teachers, and other parents (e.g. schedules, progress reports, lesson recordings).

Discovery's ELAC shared that their concern was getting teachers to learn how to meet the needs of their children via the virtual platform. Parents continued to express the needs for additional services to support language acquisition during distance learning and upon our return during in-person instruction. Finally, the ELPAC was discussed with regard to the administration of it during distance learning.

Classified staff are sharing their feedback through an online survey this week.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following actions of the Learning Continuity and Attendance Plan were influenced by specific stakeholder input:

- Implementing safety guidelines and purchasing PPE for staff and students during Distance Learning as well as In Person Instruction
- Providing Professional Development to our Teachers and Support Staff: 3 days of Professional Development in August on instructional practices, instructional planning, virtual and hybrid learning management systems, hardware and software technology training. Ongoing professional development will occur in response to the needs of our staff in the areas of such programs that support distance learning and hybrid instruction.
- Creating and sharing in advance specific daily grade level schedules that were easy to understand for our parents
- Providing licensed childcare to our essential workers of our targeted students: Low-Income, English Learners, and Homeless/Foster Youth.
- Purchasing and distributing devices, internet hotspots and student materials to those in need.
- Expanding our Response to Intervention staff and Kinder Aides' hours and availability as needed.
- Having a Multi-Tiered Systems of Support Coordinator.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Discovery is prepared to provide comprehensive and holistic supports that aim to mitigate the learning loss and accelerate the learning of our English Learners, Homeless/Foster Youth, low-income, and any other students that have experienced an interruption in their learning as identified in ongoing analysis of the most current data. Discovery's efforts will include a response to intervention, flexible groupings, small group instruction (instructional focus), tutoring, and social emotional supports. Our response to intervention schedule will be expanded to accommodate more students for literacy, language, and math supports. In addition, we are increasing our staffing numbers in our response to intervention team to increase the number of students being served in the small group setting. Multiple measures, including classroom based-assessment, computer program-based assessment, and teacher formal and informal data will be used to identify students. Discovery has begun the 2020-2021 school year on a distance learning model. Initial screenings will be administered on an ongoing basis throughout the first weeks of school to inform instructional practice and planning. Furthermore, in response to the ongoing collection of data from formative and summative assessments, flexible grouping methods will be utilized during the instructional day to ensure that teachers and students are responding to student success outcomes by putting students into temporary groups to work together under the direction of an instructor for only as long as is needed for them to develop an identified essential skill aligned to a grade level standard or to complete a learning activity. The groups change often based on students' needs, skill development, or knowledge.

Additionally, Discovery's instructional focus will be centered around small group, targeted instruction where teachers will implement a schedule that will serve as an accountability measure to ensure that students are seen at a minimum of twice per week. Based on ongoing data, Discovery is ready to activate additional supplemental supports. An example of an additional support is teacher-led after school tutoring for students identified as needing additional academic assistance in any one or more content areas. The selection of additional online programs to support literacy, language, and math will be implemented to aid the learning acceleration of any student. Lastly, we are strengthening our Social Emotional Learning efforts by continuing to include the integration of the Sanford Harmony curriculum. This curriculum will allow teachers and students to build a community where all learners are respected, celebrated, and valued, regardless of their similarities and differences. Students requiring additional mental health and wellness supports will be offered strategic and targeted attention to assist in meeting their social emotional needs.

Discovery is committed to the continuity of instruction by using the following curriculum, instructional resources, and materials:

- **Benchmark:** A comprehensive Reading/Language Arts program built to address key shifts in curriculum and instruction to meet the rigor and expectations of all standards.
- **Microsoft Office 365:** An online systems management tool that supports students and teachers communicate, collaborate, and meet virtual learning outcomes.
- **Eureka Math:** A math curriculum aligned to the California Common Core State Standards.
- **OpenUp Math:** A math curriculum aligned to the California Common Core State Standards. This curriculum is focused on the transfer math skills within the 6 – 8th grade level span.
- **Integrated Units of Study/NGSS:** The Next Generation Science Standards is the CA adopted science standards. At Discovery, our teachers create units based on the guidelines of NGSS and ELA – this includes the three Dimensions: The Science and Engineering Practices, the Disciplinary Core Ideas and the Crosscutting Concepts.
- **SIPPS:** The Systematic Instruction in Phonological Awareness, Phonics, and Sight Words program helps our early literacy efforts as part of our reading intervention program.
- **Estrellitas:** Is a foundational skills development program focused on the early stages of Spanish literacy.
- **Imagine Learning:** Imagine learning is a supplemental language acquisition program focused on upskilling students with language, vocabulary, speaking, and listening needs.
- **NearPod:** this program supports the online instruction by creating engaging and interactive presentations of content across the virtual platform.
- **RazKids:** this is a program that supports the practice and development of literacy across all genres. RazKids also provides access to an online library accessible to students across all levels of guided and independent reading.
- **i-Ready Reading:** a standardized diagnostic tool for initial too for initial screening. As well as a program that aids foundational reading skills and strategies in the primary grades on an individualized level and need.
- **i-Ready Math:** a standardized diagnostic tool for initial screening and a program for ongoing math support individualized to the student’s level and need for the purpose of backfilling any missing concepts or skills in the student’s understanding or abilities.

Grade	Microsoft Office 365	Benchmark	Eureka Math	Open Up Math	Integrated Units of study aligned to NGSS	SIPPS	Estrellitas Spanish Foundational Skills Development Program	NearPod	*Imagine Learning English and Español	Raz Kids	i-Ready Math	i-Ready Reading	Achieve 3000
K	•	•	•			•	•	•	•	•	•	•	
1 st	•	•	•			•	•	•	•	•	•	•	
2 nd	•	•	•			•	•	•	•	•	•	•	•
3 rd	•	•	•			•	•	•	•	** •	•	•	•
4 th	•		•		•			•	•		•		•
5 th	•		•		•			•	•		•		•
6 th	•			•	•			•	•		•		•
7 th	•			•	•			•	•		•		•
8 th	•			•	•			•	•		•		•

* English Learners at an ELPAC 1 or 2 for K-3 and newcomers; and IL Español for Dual Immersion K – 2 and newcomers.

****Dual Immersion 3rd Grade**

Ample safety considerations will be implemented as outlined in the CVESD COVID-19 Reopening Plan. This plan includes the implementation of physical distancing practices, increased cleaning and hygiene protocols, health monitoring and contact tracing, as well as the use of appropriate personal protective equipment (PPE). At regular intervals throughout the day, our custodial staff will clean and disinfect all rooms and high-contact surfaces. Students in instructional programs that would normally require them to change classrooms, will now remain in their homeroom while the teachers rotate.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
PPE Costs and Cleaning/Sanitizing Equipment Costs	\$15,060	No
Additional hours for existing RTI staff/possible hiring of additional RTI staff	\$10,000	Yes
Additional online programs	\$34,000	Yes
After school tutoring	\$6,000	Yes
Additional hours for existing Instructional Aids	\$8,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Discovery is committed to continually providing high-quality instruction throughout the school year regardless of the method of delivery. Curriculum that will be utilized in both in-person and distance learning will include Benchmark English Language Arts, Benchmark Adelante, Eureka Math, and Open Up Math. These materials are available in both English and Spanish, include a thorough English Language Development component, and are all available in a digital or paper copy. Instructional programs accessible both in person and in distance learning will include i-Ready Math, i-Ready Reading, Achieve 3000, Reading Plus (3rd grade), RAZKids, Imagine Learning English and Imagine Learning Spanish. Instructional resources will include a common learning management system through Microsoft Teams that can be accessed during in-person instruction or distance learning. Other resources available to our teachers include but are not limited to Flipgrid, Nearpod, BrainPOP, Mystery Science, Class Dojo, and YouTube.

Students were provided all materials, physical and virtual, that they would have used in the classroom during our distribution day the week before school started. Discovery will continue to resupply student materials for home use if distance learning remains in place. Discovery has created and established a trained support staff of 6 to respond to ongoing parent and student needs with tech support, including repairs, software issues, as well as device and internet needs.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students at Discovery will be offered a device. Kindergarten and 1st grade students will receive an iPad upon request. Second through eighth grade will receive a Lenovo laptop upon request. All teachers will receive a new MacBook Air. Teachers have access to their classroom ELMO/Ladybug document camera.

Families were surveyed regarding technology and connectivity needs. Currently over 350 Lenovo laptops have been distributed to students who have technology needs. Additionally, 46 wireless hotspots have been distributed to support children and families with Internet connectivity needs. We have purchased additional laptops and iPads to ensure any child who needs a device will have one available to them during distance learning.

Technology support is offered by our technician. The District technology office hotline is available. Discovery's own technician and six additional trained classified staff are on hand to provide technical support to families requiring computer hardware or software support.

Following the school closure in the 2019-2020 school year, a survey was sent to our families. Following the survey, approximately 75 computers and 2 wireless hotspots were distributed to those families in need.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Discovery will use Microsoft Teams for all live contacts and synchronous instruction. In addition to the curriculum evaluation features, Microsoft Teams provides analytics to track and monitor synchronous minutes that will allow teachers to provide reports on both progress and participation. Discovery teachers are following school-wide guidelines.

Pupil attendance, participation, and progress will be monitored in the following ways:

- Daily attendance taken through Teacher Access Center (TAC)
- Progress Monitoring Tools embedded in online programs (e.g. Achieve 3000, i-Ready)
- Weekly Progress Reports as certified by a certificated employee of Discovery. Discovery has designed a common easy to read Weekly Progress Report for K – 6th grades that will be sent out to parents every Friday starting the 2nd week of school to notify them of their child's attendance that week, amount of participation in the synchronous instruction, amount of assignments completed, behavior, and any additional comments the teacher would like to share with the parent.

- Teachers have scheduled daily office hours of at least 30 minutes Monday – Thursday, with an extended time on Friday available for students and parents to communicate with the teacher about any question or concern they may have.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our school has ongoing supports and structures that allow teachers planning, collaboration, and professional learning. Discovery teachers are provided a weekly two-hour collaboration under the guidance of the administration, resource teacher, and or the Instructional Lead Teacher. This collaboration time is used to engage in the collection and analysis of student success outcomes and data to reflect, adjust, modify, and implement findings for future lesson plans and instructional practice. Teachers are also provided a bi-monthly school-wide professional learning opportunity that specifically focuses on their content area of instruction or focusing on the strengthening of an instructional program, resource, or teacher-identified need.

Teachers have access to a resource teacher and a computer technician.

In order to support the distance learning program, the resource teacher provided professional development on the learning management system, Microsoft Teams. The resource teacher also provided professional development on using different resources such as screen casting, online programs, and other platforms that support distance learning. The school provided the book, The Distance Learning Playbook, to all staff and hosted a book study club.

A resource folder is accessible to all teachers on Microsoft Teams that contains teacher, student, and family resources to support their online participation and engagement.

The computer technician will be available to troubleshoot computer problems for students and teachers.

Teachers and staff are encouraged to attend other professional learning opportunities including but not limited to webinars, in-services, and book studies.

The Dual Immersion team attended the two-way Dual Immersion Language Conference where they acquired strategies on teaching Dual Language on a virtual platform. This resulted in the creation of schedules that adhere to the 50/50 Spanish and English model.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The following are new roles and responsibilities of affected support staff as a result of COVID-19:

- Noon duties provide support where needed. Examples are: material distribution days, checking staff in daily, assisting teachers monitoring classes during Distance Learning
- RTI staff are trained to help students and parents with tech support and tech distribution
- Support staff assisting our Special Ed staff scheduling and communicating with IEP meetings
- EL IA coordinator, RTI teacher, and Spanish teacher will support RTI in Dual Immersion
- Support staff will assist MTSS coordinator with student and parent outreach

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Discovery understands that our most vulnerable populations may have experienced significant impact to their learning. Therefore, the LEA is prepared to respond to the aforementioned challenge with the following supports:

- Expansion of RTI: The RTI staffing and schedule has increased to provide more literacy and math intervention to mitigate learning loss and accelerate progress.
- MTSS Coordinator:
 - Facilitate parent and student outreach
 - Train and upskill teachers and staff on meeting the unique academic, behavioral, and basic needs of English Learners; Pupils with exceptional needs; foster and homeless youth; and students in Special Education.
 - Support students experiencing an altered lifestyle and homelife due to the COVID pandemic.
 - Facilitate the implementation and monitoring of 504 plans and the Student Success Team meetings and plans.
 - Serve as a liaison for students and families to access community services and supports.
 - Lead attendance monitoring efforts to identify chronically absent or disengaged students and families.
- Supplemental computer programs: the LEA has identified computer programs that aim to supplement and engage students with learning differences and or challenges.
- School-wide instructional focus on differentiated small group instruction: teachers will receive ongoing professional development and learning to provide the most up-to-date differentiation strategies and instructional practices.
- Two teachers will receive Project Guided Language Acquisition Development (GLAD) trainer training to provide onsite support to teachers.
- Special Education: students with disabilities will receive direct services as indicated on the individualized education program (IEP). School Psychologist and MTSS coordinator will initiate two-way communication with families to ensure students have connectivity, and appropriate accommodations aligned to making progress towards their IEP goals. Service providers will accommodate and modify distance learning to support each student's unique needs.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
GLAD Trainer Professional Development (2)	\$3500	Yes
<u>Distance Learning Playbook</u> for all teachers	\$980	Yes
Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	NA	Yes
Classified Staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children.	\$18,000	Yes
Purchase of student machines to ensure sufficient supply is available for all students in need.	\$130,000	Yes
MTSS Coordinator	\$40,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Discovery will use a variety of diagnostic tools to assess student’s current learning status using grade level proficiency criteria throughout the 2020-2021 school year.

Mathematics

i-Ready Beginning, Middle, and End of Year Diagnostic (K-8)
 Eureka Math Mid and End of Module Assessments (K-5)
 Illustrative Math Assessments (6-8)
 Specific Grade Level Diagnostic Fluency Assessments
 Daily Exit Tickets

ELA

Achieve 3000 Pre, Interim, and Post LevelSet (2-8)
 CVESD Reading Foundational Skills Assessment (RFSA) as needed (K-2)
 Developmental Reading Assessment (DRA) 3 times per year (K-1)
 i-Ready Beginning, Middle, and End of Year Diagnostic (K-2)

Benchmark Education Advance Foundational Skills Assessments (K-3)

Quarterly on-demand authentic writing tasks (K-8)

SLA

Evaluación del Desarrollo de la Lectura 2+ (EDL2)

Estrellita Placement/Diagnostic Test

Imagine Learning Español Placement/Diagnostic Test

At Discovery we believe in maintaining systems and practices that respond to assessment data that is actionable through reflection. This reflection lives in our weekly, two-hour grade level collaboration. In response to the learning interruption experienced in the Spring of 2020, we will further maximize the impact of the weekly collaboration time by implementing a cohesive model to respond to students' needs based on achievement and learning behavior data with the expected outcome of mitigating student learning loss.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Discovery hosted a 10-day Virtual Summer Learning Camp from August 10-21, 2020. Approximately 10 unduplicated (English learner, low-income, foster youth) students in each grade 1st - 7th received intensive instruction in English Language Arts and Math. The Summer Learning Camp teachers shared their experiences and best practices with Discovery teachers on August 26, 2020 during a teacher professional development. Pre and post Virtual Summer Learning Camp data will be shared with those students' current teachers to inform their strategic instructional approach for summer school students.

Discovery teachers attended 3 virtual book clubs led by the associate principal and resource teachers on August 6th, 13th, 20th. Teachers studied [The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting](#) by John Hattie, Douglas Fisher, and Nancy Frey. Teachers also attended an all-day CVESD PD focusing on distance learning education on August 25, 2020.

On August 24 – 26, 2020, Discovery teachers received tailored professional development designed to differentiate adult learning into three components: virtual learning tools for students of all proficiency levels; hardware and software computer education; and computer-based instructional management system.

Teachers designed and published family-friendly schedules through the lens of small group and differentiated instruction to specifically address target population needs – especially those that experienced learning loss in the Spring of 2020.

STEAM curriculum at Discovery goes beyond the general curriculum. Our integrated STEAM and Dual Immersion efforts are designed with equity of opportunities for career and college readiness and fine arts for all. Our lessons are planned, even during distance learning, with a high level of student engagement in mind. We will maintain a strong level of commitment to all students by providing essential materials and resources necessary to sustain a high level of STEAM and Dual Immersion instruction.

Discovery will continue to use high-impact, evidence-based learning and teaching strategies, such as: three reads, collaborative roles, and oral language development sentence frames.

In addition to daily whole class synchronous instruction, teachers will meet a minimum of two times per week with all students in small groups for ELA and math. These groups are flexible and based on data from diagnostic tools, daily exit tickets, formative assessments, student work, and observations of student engagement.

Using Discovery’s existing Response to Intervention model, instructional assistants will provide additional intensive, small group support for unduplicated students in ELA and math at the Tier II level.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers will meet weekly for grade level collaboration with administration and the resource teacher to examine: attendance data, data from online programs, data from classroom exit tickets and other formative assessments, ELA unit and math module assessments, and anecdotal observations to assess the effectiveness of the learning loss strategies.

Teachers will use this information as well as following a student work protocol that provides evidence to plan and modify instruction according to the students’ performance as compared to the average grade level performance during a normal academic year as indicated by the same measures. During collaboration teachers will progress monitor students on a quadrant system every six weeks to identify their individual learning progress toward their short term and long-term goals.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer Learning Camp	\$15,000	Y
Distance Learning Playbook	\$980	Y
Purchase quarterly student materials during distance learning plan	\$20,000	Y
Additional Out-of-Contract Pay	\$15,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In 2019 – 20 our learning community embarked on a bold journey to ensure that each student in our school benefited from at least 15 minutes of social/emotional instruction daily. Discovery will continue to use the Sanford Harmony curriculum. Many themes that students learn through the program increase confidence and reduce social anxiety through lessons taught in daily routines such as community circles and ‘Meet up, Buddy up’ that can be seen in all Discovery classrooms. These practices have improved classroom climate and culture, and positive differences are seen outside of the classrooms, as well. Additionally, our Discovery Middle School is partnering with the Anti-Defamation League to provide our middle school students targeted instruction that focuses on the recent escalation of everyday acts of bias and hate incidents in communities and schools. Our Discovery Middle School is focusing on bias, hate, and bullying through the No Place for Hate framework to make a difference in the lives of our young people, educators and school. No Place for Hate empowers students to spark dialogue around these concerning trends in order to address the issues that impact school climates. Furthermore, Discovery is prepared to monitor and support mental health by using the SWIS referral system that is part of the Positive Behavior Interventions and Support (PBIS) resource. SWIS allows the teachers and administration to progress monitor students by strategically identifying the areas of student needs to mitigate behaviors by establishing a system of support. Discovery families can always communicate with site leadership, site teachers, or office staff for support for themselves or their children.

At Discovery every child is an individual of great worth able to reach their full potential. To meet the needs of the whole child, our staff, and our families, our Discovery community has identified the area of mental health and social-emotional well-being as a high priority. To this end an MTSS coordinator will direct the coordination of the programs and services in our school community. The MTSS coordinator will establish proactive systems by helping teachers to identify students suffering from trauma, establish wellness checks, and further developing the social emotional efforts as a co-curricular endeavor of our school community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Teachers and administrators will identify students needing additional support to be successful in school, whether the students are having attendance, engagement or other concerns that are creating barriers to meeting the daily academic expectations. Through the creative use of our support staff, Discovery will reach out to families or students to provide additional support.

Under the direction of the Spanish bilingual MTSS Coordinator, families will be referred to appropriate community resources, including but not limited to District Family Resource Centers for support with mental health services and other resources. In addition, Discovery is creating a Parent Engagement Liaison team in order to extend social/emotional learning and attendance requirements to our families. Examples of family learning opportunities that may occur will focus on community and parent-based education resources and sessions, including home social and emotional support for children.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutrition is a critical component for each child to be successful in school, whether virtually or in person. CVESD takes this responsibility seriously and has created a plan to ensure our children have their nutritional needs met in accordance with USDA guidelines. For the 2020-21 school year, Child Nutrition Services (CNS) will begin serving students on August 31st, the first day of distance learning for Discovery students. One day a week an entire school weeks' worth of breakfast, lunch, and snacks, will be distributed to each qualifying student.

Meals will include a different variety of items to encourage parents and students to participate and will be nutritionally balanced. When State, County, and local officials, in collaboration with CVESD, determine that it is safe for students to return to school sites in person, CNS will serve breakfast and lunch at each location. Service will continue the use of normal service lines while implementing and maintaining all social distancing protocols.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
64%	\$18,000

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The increased apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income students at Discovery is allocated for the Fine Arts program and the supplemental Response to Intervention program. The Fine Arts program serves two purposes, where the needs of our target populations are considered first as being most effective. Discovery's Fine Arts program includes an Engineering Lab, an Art Studio, and music instruction – all taught by certificated teachers with specialties in those subjects. These provide equitable opportunities for college and career readiness and Visual and Performing Arts education that may not be available for students outside the school day. The offering of increased opportunities provides multiple modalities to engage oral and academic language development through practical experience and the fusion of English Language Development standards.

The Fine Arts rotation also allows for teachers to participate in grade level collaboration once a week for two hours, where target group students' progress is analyzed and evaluated as a priority for the purpose of intentional focused planning. Instructional coaching models will be centered around capturing instructional practice and student success outcomes with the intention of ameliorating Foster Youth, English Learners, and Low-Income as the highest priority.

Literacy and math supports are provided through the Response to Intervention team that provides a push-in model under the direction of the classroom teacher.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Expansion of Literacy, Language, and Math Support Staff: The literacy, language, and math team staffing, and schedule has increased to provide more literacy and math intervention to mitigate learning loss and accelerate progress for our state identified vulnerable populations.

Discovery recognizes that the learning loss experienced by our vulnerable populations will be of great priority to our efforts in all our classrooms. Our school site is intentionally adjusting the service efforts of our instructional support staff to support said efforts.

In a traditional year our instructional support staff serve student populations at a weekly capacity of 4 times per week for 174 total hours. In response to accelerating and mitigating learning we are increasing our support staff's overall time to 5 days a week for 285 total hours.

Our support staff is also partaking in new trainings that will be needed to meet the new needs of our students during distance learning and hybrid learning.